



**IUPS** 2013  
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## The IUPS and ADInstruments Teaching Workshop

Tune up your Teaching: Trends, Tips and Tasters

University of Bristol UK  
18th-21st July 2013

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**1.12****Gender differences in the student experience of a pharmacy degree programme****Nicholas Freestone**  
*Kingston University, UK*

Pharmacy students at Kingston University undertake part of their programme at two institutions, one a pre-1992 and one a post-1992 university. The effect of this novel learning environment on the student experience has been investigated. Analysis of this data revealed gender-specific differences in the student experience.

For example, almost 45% of male respondents thought that using two different teaching teams was not a good idea (5% for female respondents). On the other hand 65% of female respondents thought that the mixed academic provision did not put too much pressure on them (15% for male respondents).

**1.13****Collaboration across the 1992 divide: the postgraduate research student experience****CLS Sam and Nicholas Freestone***Kingston University, UK*

Previous studies have demonstrated that the undergraduate student experience is enhanced by collaborations in teaching between institutions across the 1992 divide (Freestone et al., 2012). Postgraduate experiences during PhD programmes were hypothesised to be similarly enhanced following collaboration across institutions. Questionnaire responses and semi-structured interviews revealed that PhD students (n = 8) undertaking research at two institutions benefitted from exposure to more techniques than would have been possible at just one institution. Furthermore, such collaborations enhanced the employability skills of the research students.

**1.14****Does learning the “pure” science elements of a pharmacy degree in a clinical setting better prepare students for their professional practice? Bridging the theory-practice divide****Nicholas Freestone**  
*Kingston University, UK*

Does learning some of the scientific component of an MPharm programme in a clinical setting help students with their development as pharmacy practitioners?

A majority of students in all four years of an MPharm programme reported that being taught in a clinical environment made the science content of their course more relevant to them. Additionally, a focus on diagnostic skills and clinical aspects even in the science elements of the course was held to be a good preparation for the role of clinical pharmacy practitioner.

A mixed educational setting is valued by students as preparation for their professional roles.

**1.15****Physiology for various study programs****Irfiansyah Irwadi and Gadis Meinar Sari***Faculty of Medicine, Airlangga University, Indonesia*

Physiology as a core science is taught in many study programs (such as diploma, bachelor and master degree). There are different aims for each study program. For example physiology for medical students focuses on homeostasis, while in sports health science, physiology focuses on body capacity and power to do a workload. Supposedly physiology should be taught in various ways in each study program, but many lecturers are not concerned about this. Therefore, we have to analyze what physiology can contribute for each study program, and then review the curriculum and learning methods that fit the aims of the study programs.

